

SEND Information Report

SCHOOL NAME:	Linton Primary School		
TYPE OF SCHOOL:	<p>Linton Primary School is a community school which accommodates pupils from 4 to 10 years old, in September 2015 this extends to 11years old. Pupils join our school in the term after their 4th birthday and will leave at the end of Y6.</p> <p>We are a very small school, currently we have 24 pupils on roll. Our school is organised into two mixed age classes: Class 1 has Pre-Reception, Reception, Y1 and Y2; Class 2 has Y3, Y4, Y5 and Y6 pupils.</p> <p>Class 1 is taught by the Headteacher, Mrs Mason, with Mrs Pape teaching this class all day Mondays, Wednesday & Thursday Afternoon. This class is also supported by a teaching assistant, Mrs Ellis, for 25 hours per week. Class 2 is taught by Mrs Robertson, supported by our Higher Level teaching assistant, Mrs Birbeck. On Friday afternoons the whole school is taught together, with a teacher and Higher Level Teaching Assistant (HLTA) working with the children.</p>		
ACCESSIBILITY:	<p>Linton Primary School welcomes pupils of all abilities and our curriculum is inclusive for all pupils. We welcome and celebrate diversity and difference. Our ethos supports each pupil as a unique individual.</p> <p>Our premises are currently not fully accessible to wheelchair users, with the Main Entrance and Dining Hall being accessed by stairs.</p> <p>Wheelchair users can access the building by our West Entrance and staff are happy to assist on request.</p> <p>Plans are underway to add a Disabled toilet to the building. Should the needs of a pupil require physical alterations to the building then the Local Authority would make any necessary adaptations.</p>		
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>We offer high quality teaching with differentiated activities according to ability, progress is tracked through regular monitoring of attainment.</p> <p>Assessment on entry to our school helps to identify pupils who may require extra support that is different to or additional from that provided to the majority of pupils. They are identified promptly and a programme of action is made to develop areas of weakness. If progress is not satisfactory then pupils are placed upon our SEND register. Our SENDCO is Mrs S Mason, Headteacher. Mrs Mason also acts as Lead Professional for children who have an Early Help Assessment. Mrs Mason will fulfil these roles from September. Mrs Mason has the SENDCO award.</p> <p>Pupils on our SEND register are fully included within class lessons, working in small groups, and receive support from a teacher or teaching assistant during the course of a lesson. Alterations have been made to teaching areas to create quiet zones and work stations to support those who need to work in a concentrated or calm manner.</p> <p>Pupils are withdrawn for interventions. We offer interventions in literacy, numeracy, physical skills, speech and language, communication, behaviour and PSE. Inclusion is a key feature of our work. Class sizes are small. A teaching assistant works with both classes on a timetabled basis.</p> <p>The Governing Body monitor our SEND provision and the Curriculum Committee regularly discuss SEND as an agenda item. The school has a complaints policy for parents who are dissatisfied with the education of their children. A copy is available on our website.</p>		
POLICIES:	Are the school policies	SEND	Yes

	available on the website for:	SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	Areas of strength Our ethos supports caring relationships for all members of our school community. We celebrate the individual and recognise individual worth – each member of our school community has a vital role to play in its success. Strong curriculum emphasis is placed upon Personal and Social Development. Our curriculum supports an enriched experience for our pupils and regular visits broaden our pupils' horizons. Our HLTA has specialism in PSHE and Literacy, with training in leading a Nurture Group, Precision Teaching and TalkBoost language programme. Both Mrs Mason and HLTA are trained in Positive Handling through 'Team Teach' and all classroom and admin staff are MAPA Trained. Mrs Ellis is a Talkboost practitioner. Mrs Mason has the National SENCo award.		
	Specialist Facilities/Equipment to support SEND <ul style="list-style-type: none"> • Small group working room for interventions • Workstations for pupils who need to work alone at times • I pads to support writing using Clicker 6 app • Laptops utilising software to reinforce learning, such as Wordshark and Numbershark, Activity Builder. • Intervention programme resources for Read, Write Inc. and Speed Up writing. • Reading schemes Totem and Talisman series. • Physical aids for writing – assorted pencil grips, handwriters, Theraputty • Calming resources such as vibrating cushion, fiddle toys, weighted toys, stress balls • Weighted cutlery for individuals 		
	Input from Therapists/Advisory Teachers/other specialist support services We make referrals to, and work with, the following services: <ul style="list-style-type: none"> • Educational Psychologists • Literacy Support Specialist Teaching Assistants • Behaviour Support Teachers and Inclusion Workers • Traveller Service • Education Welfare Officer • Communication Support Teacher <u>Speech and Language Therapists</u> <u>School Health Advisors</u> <u>Children and Young Peoples Service</u> <u>Hearing and Vision Impaired Service</u>		
	Breakfast and After School support We run a Breakfast Club every morning from 8.20am which is open to every pupil in school. Various After school clubs are run termly.		

INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>We offer a curriculum that supports inclusion and staff place great emphasis upon each pupil's strengths and personal qualities. We have a strong focus on PSHE, using Social Emotional Aspects of Learning (SEAL) materials as our scheme of work. Our teaching programmes are differentiated to match ability, our mixed age classes support teaching to ability for those who need to be stretched or supported academically. All pupils take part in our school visits with support plans and risk assessments being part of our planning process. Staff to pupil ratios are high, especially for pupils who may need a little extra support on the day.</p> <p>We offer a residential trip to our Y6 pupils. We aim for all pupils with SEND will be fully included and an individual plan will be developed in consultation with the parents prior to the visit.</p> <p>What proportion of children currently at the school have an SEND?</p> <p>Within our very small school precise data will not be published in order to protect pupil confidentiality Fewer than 10 pupils are recorded as having SEND.</p>
PARENT SUPPORT INVOLVEMENT/LIAISON:	<p>How do you involve/support the parents of children with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p>Through observation, assessment and tracking of progress pupils who are causing concern are identified and parents are notified at this stage that we have a concern about their child. Specific actions are put in place and interventions take place to allow the child to progress. If, after careful monitoring, progress is not acceptable then parents will meet with the Class Teacher and SENDCO to discuss a Support Plan for their child. This may involve completing an Early Help Assessment form to decide if further referrals to other agencies should take place. We aim to meet each term with parents to discuss progress. If necessary these meetings take place half termly.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>Currently, in Y5 pupils who have an Education Health Care Plan have a phase change review meeting where planning takes place for the move into Y7. For other pupils who have SEND, a course of action is put in place for Y6 so regular meetings can occur between parents, Linton staff and the SENDCo and Pastoral manager of the receiving secondary school. Visits to the school take place with other pupils who are transferring at the same time. There is also the opportunity for extra visits for pupils and parents. Our SENDCo meets with secondary school staff to transfer a verbal account of pupil's abilities and needs and also hands over all relevant paperwork. Our Y6 teacher also prepares a pupil profile which transfers information which is to assist the pupil's new teacher on the practicalities of working with that pupil and how to get the best from them.</p> <p>Regular transition activities will take place throughout Y6 for all our pupils who are transferring to Secondary school so they can become familiar with their new environment, peer group and teachers.</p>
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <p>Linton Primary School welcomes parental involvement and we have a close working relationship with parents. Parents value the support we give to families and welcome personalised support. They feel that home and school work in partnership. We hold individual parent meetings in the Autumn and Spring terms.</p> <p>Pupil progress meetings take place each term where the classroom staff discuss the progress of every pupil in our school.</p> <p>Review meetings for our pupils who require SEND support are usually held half termly and parents value their effectiveness. We also have education sessions for parents where they learn how to support children at home with</p>

	English and Maths. Pupil premium funding is used effectively to narrow the gap between groups of pupils.
COMPLETED BY: (Name and position)	Samantha Mason Headteacher/SENCO
DATE COMPLETED:	08 March 2017
REVIEW DUE:	July 2017